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ABSTRACT

As part of a 1974 self-evaluation study for accreditation at Cosumnes River College, the Institutional Goals Inventory (IGI) was administered to a representative sample of faculty and administrators, students, and local citizens and compared to IGI results for 1972. Results of both inventories are tabulated and compared. The three top priority goals in both years were: (1) a commitment to vocational education, shown by establishing new curricula as career fields change and develop; (2) a commitment to the college community whereby there is open communication, amicable discussion of differences, and mutual trust and respect among all sectors; (3) and a commitment to individual personal development by identifying students' personal goals and finding means of achieving them. Other high priorities were meeting local needs and implementing democratic governance. The second part of the 1974 IGI included 20 locally developed goal statements. Results of the local goals survey show a concern for individual counseling based on entrance examinations, accelerated programs, and developmental programs in basic skills. (MJK)

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A STUDY OF GOALS

FOR

COSUMNES RIVER COLLEGE

A FOLLOW-UP STUDY

Research Memo
March, 1974
Cosumnes River College

JC 750 065

Background

In 1972, Cosumnes River College participated in a state-wide study conducted among California community colleges to examine institutional goals and priorities. This project was sponsored by the Joint Committee on the Master Plan for Higher Education created by the California State Legislature. As a part of this study, each institution administered the Institutional Goals Inventory (I.G.I.) developed by the Educational Testing Service. The results of that survey as they applied to CRC were published in May 1972.

This year, 1974 at CRC, it was decided that as a part of the accreditation self study, it might prove useful to the college committees if they had updated data relating to identified institutional goals. It was decided that the I.G.I. would be administered to a similar sample of the campus community which participated in the study in 1972. This group included faculty and administration, students, and members of the local community. The second I.G.I. was administered in January of 1974.

Summary

The results of the I.G.I. survey completed in January indicates that the three broad goal areas as defined in 1972 are still, two years later, the same three top priority goals of Cosumnes River College.

The data indicates that CRC "Should Be" committed to Vocational Education, which means providing occupational curriculums in new career fields, providing opportunities to retrain those persons whose skills have become outdated and provide vocational counseling for students which will assist them in making realistic career choices.

A second broad goal area of committment, Community, relates to maintaining a climate on campus where there is a faculty committment to the general welfare of the college, where there is open and candid communication, open and amicable airing of differences and feelings of mutual trust and respect among faculty, students and administrators.

A third goal area is Individual Personal Development. This goal relates to the identification of students personal goals and the development on campus of the means of achieving them. It also includes the enhancement of self worth and self confidence.

These identified priority goals, together with the goal statements which describe them, should provide the college self study committees with data which should permit them to better analyze present college goals and objectives in light of up-to-date input from those persons most concerned--faculty, administrators, students and the community.

The study of goals as they relate to institutional planning is and should be, however, a continuing process. It should be stressed that information gathered from the I.G.I. should not be taken as the final statement of the goals and priorities of Cosumnes River College. Instead, it should be used to pinpoint areas of concern within the present institutional plan. It should be used in face-to-face committee deliberations as they relate to changing goals, policies, and philosophies.

A careful reading of the survey results suggests several identified areas which could serve as topics for committee discussion.

These items include:

1. A comparison of the ranking of individual goal mean scores as identified in 1972 and then in 1974.
2. A comparison of the ranking of both "Is" and "Should Be" mean scores as identified in 1972 and in 1974.
3. A study of the top goal areas (ranked by mean score) and the goal statements which describe them.
4. A comparison study of the top goals as they were reported by percentage score of each group which participated in the study (faculty, students, community).

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5. A study of the miscellaneous goal statements (not related to 20 goal areas) to compare group reaction to these items as reported in 1972 and 1974.
6. A study of the highest goal statements (ranked by mean score) for both 1972 and 1974.
7. A study of the highest discrepancy statements (ranking by discrepancy between "Is" and "Should Be") for both 1972 and 1974.
8. A study of the goal statements in 1972 and 1974 which were reported to be both the highest "Should Be" and highest discrepancy statements.
9. A study of the highest goal statements (ranked by mean score) as reported by each group in 1972 and 1974.
10. A careful study of Part II report of local goal statements as written by the CRC institutional research committee, to compare individual local goal statements as identified by each group.

H. R. Walters
Career Planner/Research
March 1974

COSUMNES RIVER COLLEGE

RANKING OF TWENTY GOAL AREAS
"Is" Important and "Should Be" Important Responses

CRC - Total Resp. 145	Total 14,495
Faculty 68	Faculty 3,918
Students 40	Students 7,849
Community 37	Comm. 2,614
	Trustees 114

	Cosumnes River College		Total Community College Respondents	
	"Is"	"Should Be"	"Is"	"Should Be"
Community	1	2	4	3
Freedom	2	12	3	12
Academic Development	3	10	1	8
Vocational Preparation	4	1	2	1
Social Egalitarianism	5	11	7	11
Individual Personal Development	6	3	10	2
Meeting Local Needs	7	5	5	5
Accountability / Efficiency	8	14	6	13
Democratic Governance	9	7	8	7
Intellectual Orientation	10	4	9	4
Humanism / Altruism	11	6	13	10
Innovation	12	8	11	9
Intellect / Aesthetic Environment	13	9	12	6
Cultural / Aesthetic Awareness	14	15	14	16
Public Service	15	13	15	14
Social Criticism / Activism	16	16	16	15
Advanced Training	17	19	18	18
Off-Campus Learning	18	17	19	17
Research	19	18	17	19
Traditional Religiousness	20	20	20	20

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COSUMNES RIVER COLLEGE
RANKING OF TWENTY GOAL AREAS
1974
"Is" important and "Should Be" important responses.

CRC Total Resp.: 139
Faculty: 57
Students: 56
Community: 26

	May 1972		January 1974	
	Is	Should Be	Is	Should Be
Community	1	2	3	2
Freedom	2	12	1	10
Academic Development	3	10	2	11
Vocational Preparation	4	1	4	1
Social Egalitarianism	5	11	5	9
Individual Personal Development	6	3	6	3
Meet Local Needs	7	5	9	4
Accountability/Efficiency	8	14	7	13
Democratic Governance	9	7	8	5
Intellectual Orientation	10	4	10	6
Humanism/Altruism	11	6	13	12
Innovation	12	8	11	7
Intellectual/Aesthetic Environment	13	9	12	8
Cultural/Aesthetic Awareness	14	15	14	15
Public Service	15	13	15	14
Social Criticism/Activism	16	16	16	16
Advanced Training	17	19	19	18
Off Campus Learning	18	17	17	17
Research	19	18	18	19
Traditional Religiousness	20	20	20	20

COSUMNES RIVER COLLEGE
FIVE HIGHEST "SHOULD BE" GOALS AND GOAL STATEMENTS
Ranking Reflects Total Responses
January 1974

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1. Vocational Preparation (4.35)

"To provide students an opportunity for training in specific careers (accounting, nursing, etc.)."

"To develop educational programs geared to new and emerging career fields."

"To provide retraining opportunities for individuals whose job skills are out of date."

"To assist students in deciding upon a vocational career."

2. Community (4.26)

"To maintain a climate where faculty commitment to goals of instruction is as strong as career commitment."

"To maintain a climate of open/candid communication throughout the organizational structure."

"To maintain a campus climate in which differences of opinion can be aired openly and amicably."

"To maintain a climate of mutual trust and respect among students, faculty, and administrators."

3. Individual Personal Development (4.15)

"To help students identify their own personal goals and develop means of achieving them."

"To help students develop a sense of self worth/self-confidence and a capacity for impact on events."

"To help students achieve deeper levels of self-understanding."

"To help students be open, honest and trusting in their relationships with others."

4. Meeting Local Needs (3.95)

"To provide continuing educational opportunities for local area adults on a part-time basis."

"To serve as a cultural center in the community served by the campus."

"To provide trained manpower for local-area business, industry, and government."

"To facilitate involvement of students in neighborhood and community service activities."

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5. Democratic Governance (3.93)

"To create a system of campus governance genuinely responsive to concerns of all on campus."

"To develop arrangements for students, faculty, and administration to be significantly involved in campus governance."

"To decentralize decision making on the campus to the greatest extent feasible."

"To assure that everyone may participate/be represented in making decisions affecting them."

COSUMNES RIVER COLLEGE

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GOAL AREA DISCREPANCY SUMMARY

Goal area summaries rank order by highest discrepancy (difference between perceived current "Is" state of CRC and a desired "Should Be" state.

Five highest "Is" and "Should Be" discrepancy responses by group.

Percentages indicate goal to be of "Extremely High Importance" or of "High Importance."

1972

		Faculty	Students	Community
Individual Personal Development (1.20)	Is	35%	16%	35%
	Should Be	86%	85%	77%
Vocational Preparation (1.17)	Is	38%	25%	31%
	Should Be	89%	83%	84%
Intellectual Orientation (1.12)	Is	25%	19%	29%
	Should Be	81%	71%	79%
Community (.98)	Is	46%	27%	37%
	Should Be	90%	74%	82%
Meeting Local Needs (.96)	Is	33%	17%	29%
	Should Be	80%	61%	67%

1974

Vocational Preparation (1.08)	Is	46%	37%	39%
	Should Be	93%	82%	83%
Individual Personal Development (1.01)	Is	46%	29%	33%
	Should Be	77%	52%	66%
Innovation (.98)	Is	20%	25%	16%
	Should Be	77%	52%	66%
Community (.95)	Is	36%	39%	44%
	Should Be	93%	74%	81%
Intellectual Aesthetic/Environment (.94)	Is	23%	23%	20%
	Should Be	76%	51%	69%

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MISCELLANEOUS GOAL STATEMENTS

Proportions indicating the goal to be either of "Extremely High Importance" or of "High Importance"

		COSUMNES RIVER COLLEGE		
		Faculty (N=68)	Students (N=40)	Community (N=37)
"To insure that students who graduate achieve some level of reading/writing/math competency"	Is	37%	43%	35%
	Should Be	91%	83%	87%
"To work for maintaining a large degree of institutional autonomy in relation to governmental agencies"	Is	16%	8%	11%
	Should Be	56%	20%	33%
"To maintain or work for a reputable standing for the institution within the academic world"	Is	44%	31%	46%
	Should Be	73%	65%	65%
"To carry on broad and vigorous programs of extra-curricular activities and events for students"	Is	25%	11%	25%
	Should Be	47%	45%	38%
"To be organized for short, medium, and long-range planning for the total institution"	Is	45%	13%	35%
	Should Be	75%	56%	82%
"To include local citizens in planning college programs that affect the local community"	Is	39%	10%	27%
	Should Be	81%	53%	78%
"To excel in intercollegiate athletic competition"	Is	30%	28%	19%
	Should Be	15%	28%	14%
"To create a climate in which systematic evaluation of programs is accepted as an institutional way of life"	Is	27%	5%	16%
	Should Be	57%	60%	76%
"To systematically interpret the nature, purpose, and work of the institution to citizens off campus"	Is	20%	6%	17%
	Should Be	66%	35%	60%
"To achieve consensus among people on campus about the goals of the institution"	Is	20%	10%	16%
	Should Be	62%	63%	49%

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MISCELLANEOUS GOAL STATEMENTS
January 1974

Percentages indicate the statement to be of either "Extremely High Importance" or of "High Importance"

		Total	Faculty	Students	Community
"To insure that students who graduate achieve some level of reading/writing/math competency"	Is	39	31	44	48
	Should Be	83	92	74	86
"To work for maintaining a large degree of institutional autonomy in relation to governmental agencies"	Is	11	20	8	0
	Should Be	43	63	30	29
"To maintain or work for a reputable standing for the institution within the academic world"	Is	43	49	33	57
	Should Be	69	80	51	86
"To carry on broad and vigorous programs of extra-curricular activities and events for students"	Is	28	37	20	24
	Should Be	49	55	47	43
"To be organized for short, medium, and long-range planning for the total institution"	Is	35	43	32	19
	Should Be	66	88	45	67
"To include local citizens in planning college programs that affect the local community"	Is	35	51	19	38
	Should Be	65	90	42	72
"To excel in intercollegiate athletic competition"	Is	35	43	32	19
	Should Be	25	18	36	19
"To create a climate in which systematic evaluation of programs is accepted as an institutional way of life"	Is	24	26	24	24
	Should Be	58	74	39	67
"To systematically interpret the nature, purpose, and work of the institution to citizens off campus"	Is	16	22	9	24
	Should Be	55	82	29	62
"To achieve consensus among people on campus about the goals of the institution"	Is	21	27	16	19
	Should Be	56	75	37	62

COSUMNES RIVER COLLEGE

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FIFTEEN HIGHEST "SHOULD BE" GOAL STATEMENTS

To help students identify their own personal goals and develop means of achieving them. (4.56)

To maintain a climate of mutual trust and respect among students, faculty, and administrators, (4.42)

To provide students on opportunity for training in specific careers. (4.38)

To provide continuing educational opportunities for local area adults -- on a part-time basis. (4.38)

To assist students in deciding upon a vocational career. (4.37)

To develop educational programs geared to new and emerging career fields. (4.35)

To insure that students who graduate achieve some level of reading/writing/ math competency. (4.34)

To increase the desire and ability of students to undertake self-directed learning. (4.30)

To help those in disadvantaged communities get knowledge useful in improving communities. (4.25)

To help students develop a sense of self-worth/self-confidence and a capacity for impact on events. (4.22)

To maintain a campus climate to which differences of opinion can be aired openly and amicably. (4.21)

To maintain a climate where faculty commitment to goals of the institution is as strong as career commitment. (4.19)

To maintain a climate of open candid communication throughout the organizational structure. (4.14)

To provide retraining opportunities for individuals whose job skills are out of date. (4.14)

To help students be open, honest and trusting in their relationships with others. (4.12)

COSUMNES RIVER COLLEGE
HIGHEST "SHOULD BE" GOAL STATEMENTS
SUMMARY

January 1974

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To maintain a climate of mutual trust and respect among students, faculty, and administrators. (4.48)

To assist students in deciding upon a vocational career. (4.44)

To help students identify their own personal gaosl and to develop means of achieving them. (4.42)

To develop educational programs geared to new and emerging career fields. (4.39)

To provide students an opportunity for training in specific careers (accounting, nursing, etc.)."

To provide continuing educational opportunities for local area adults on a part time basis. (4.33)

To insure that students who graduate achieve some level of reading/writing/ math competency. (4.29)

To help students develop a sense of self worth/self-confidence and a capacity for impact on events. (4.28)

To maintain a climate of open candid communication throughout the organizational structure. (4.26)

To assure that everyone may participate/be represented in making decisions affecting them. (4.21)

COSUMNES RIVER COLLEGE

GOAL STATEMENT DISCREPANCY SUMMARY

Goal Statements from Cosumnes River College Institutional Goals Inventory with highest discrepancy. (discrepancy between perceived current "Is" state of CRC and a desired future "Should Be" state.

To increase the desire and ability of students to undertake self-directed learning. (1.40)

To provide retraining opportunities for individuals whose job skills are out of date. (1.40)

To help students identify their own personal goals and develop means of achieving them. (1.24)

To help students be open, honest, and trusting in their relationship with others. (1.23)

To instill in students a life-long commitment to learning. (1.22)

To create an institution known widely as an intellectually exciting and stimulating place. (1.20)

To help those in disadvantaged communities get knowledge useful in improving conditions. (1.18)

To help students achieve deeper levels of self-understanding. (1.18)

To help students develop a sense of self worth/self-confidence and a capacity for impact on events. (1.16)

To develop educational programs geared to new and emerging career fields. (1.15)

To assist students in deciding upon a vocational career. (1.15)

To maintain a climate of mutual trust and respect among students, faculty, and administrators. (1.10)

To insure that students who graduate achieve some level of reading/writing/math competency. (1.05)

To provide students an opportunity for training in specific careers. (.99)

To provide continuing education opportunities for local area adults--on a part-time basis. (.91)

COSUMNES RIVER COLLEGE
GOAL STATEMENT DISCREPANCY SUMMARY
January 1974

Goal Statements from Cosumnes River College Institutional Gaols Inventory with highest discrepancy. (Discrepancy between perceived current "Is" state of CRC and a desired future "Should Be" state.

To provide retraining opportunities for individuals whose job skills are out of date. (1.22)

To develop educational programs geared to new and emerging career fields. (1.15)

To create procedures so that curricular and instructional innovations may be readily initiated. (1.14)

To help students develop a sense of self worth/self confidence and a capacity for impact on events. (1.14)

To assist students in deciding upon a vocational career. (1.13)

To increase the desire and ability of students to undertake self directed learning. (1.12)

To create an institution known widely as an intellectually exciting and stimulating place. (1.11)

To maintain a climate of open/candid communication throughout the organizational structure. (1.05)

To help those in disadvantaged communities get knowledge useful in improving their communities. (1.02)

To maintain a climate of mutual trust and respect among students, faculty, and administrators. (1.02)

To instill in students a life long commitment to learning. (1.02)

To help students identify their own personal goals and to develop means of achieving them. (1.02)

COSUMNES RIVER COLLEGE

GOAL AREA SUMMARY BY GROUP

1972

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(Highest discrepancy between "Is" and "Should Be")

FACULTY

1.19	Intellectual Orientation
1.17	Individual Personal Development
1.17	Innovation
1.15	Intellectual Aesthetic Environment
1.09	Vocational Preparation

STUDENTS

1.55	Individual Personal Development
1.37	Vocational Preparation
1.18	Humanism/Altruism
1.16	Intellectual Orientation
1.10	Social Criticism/Activism

COMMUNITY

1.08	Vocational Preparation
.95	Intellectual Orientation
.88	Individual Personal Development
.85	Community

COSUMNES RIVER COLLEGE

GOAL AREA SUMMARY BY GROUP

1974

(Highest discrepancy between "Is" and "Should Be")

FACULTY

1.28	Innovation
1.28	Community
1.18	Intellectual Aesthetic Environment
1.17	Vocational Preparation
1.06	Democratic Governance

STUDENTS

1.02	Individual Personal Development
1.02	Vocational Preparation
.95	Advanced Training

COMMUNITY

1.10	Individual Personal Development
1.05	Vocational Preparation
1.04	Intellectual Orientation
1.03	Meeting Local Needs

COSUMNES RIVER COLLEGE
MAY, 1972

Goal statements identified as both highest "Should Be" statements and highest discrepancy statements.

(Not ranked in order of importance)

"To increase the desire and ability of students to undertake self-directed learning."

"To help students identify their own personal goals and to develop means of achieving them."

"To help students develop a sense of self worth/self confidence and a capacity for impact on events."

"To develop educational programs geared to new and emerging career fields."

"To assist students in deciding upon a vocational career."

"To help those in disadvantaged communities to get knowledge useful in improving their communities."

COSUMNES RIVER COLLEGE
January 1974

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GOAL STATEMENTS IDENTIFIED AS BOTH HIGHEST "SHOULD BE" STATEMENTS AND HIGHEST DISCREPANCY STATEMENTS

(Not ranked in order of importance)

"To help students identify their own personal goals and to develop means of achieving them."

"To help students develop a sense of self worth/self-confidence and a capacity for impact on events."

"To develop educational programs geared to new and emerging career fields."

"To assist students in deciding upon a vocational career."

"To maintain a climate of open/candid communication throughout the organizational structure."

"To maintain a climate of mutual trust and respect among students, faculty, and administrators."

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PART II

LOCAL GOAL STATEMENTS

The second part of the Institutional Goals Inventory study included twenty local goal statements written by the Institutional Research Committee of Cosumnes River College. These statements were not included in the 1972 study so they are being reported as a separate summary.

Local goals should provide the self study committees with data relating to specific goals as identified on the CRC campus. This summary includes the mean score to the left of each statement and the discrepancy score to the right. These items, listed from 91-110 are not ranked in order of highest mean score or discrepancy score. A separate report (color coded) is submitted for each reporting group.

The committees should look closely at those items which have both a mean score near 4.00 and a discrepancy score near 1.00. Items which show both a high need and also a high discrepancy should reflect the feeling of that group that this item is important and there is a difference between how important it is now and how important it should be. For example: refer to the Total Responses Report, Item No. 107. This statement shows a mean score of 4.22 and a discrepancy score of 1.00. This seems to indicate that the total group (faculty, students, and community) feel that CRC "should provide developmental programs in reading, vocabulary building, written and oral expression and mathematics for those students who may be deficient in those basic skills."

Statements with similar scores reported by other groups should identify similar discussion items.

COSUMNES RIVER COLLEGE

1974
LOCAL GOAL STATEMENTS

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TOTAL RESPONSES

Mean			Discrepancy
4.20	91	...to provide for the student on-the-job work experience related to his vocational field which will allow him to put classroom theory into practice.	.92
4.29	92	...to provide aid in the form of grants, loans, part-time jobs-- to insure that any qualified student who can profit from a college education is able to do so.	.73
3.99	93	...to provide short one- or two-semester vocational certificate programs which will allow students to complete their pre-employment training in a shorter period of time.	1.08
4.11	94	...to provide job placement services for all students who complete requirements for a vocational certificate or degree.	1.03
3.72	95	...to provide the opportunity for any student to participate in governing the affairs of students on campus.	.30
4.34	96	...to provide vocational counseling for all students which will assist them to make a realistic career choice.	.90
3.82	97	...to offer on-campus activities, lectures, films, conferences, etc., to meet the needs and interests of the community.	.77
3.56	98	...to encourage the implementation of an affirmative action policy in hiring faculty to insure a balance of instructors both by sex and ethnicity related to the student population on campus.	.25
4.14	99	...to administer a program of educational resources (library services, multi-media facilities, etc.) that meets the curricular needs of the college as well as renders the widest possible service to the students and faculty.	.46
3.77	100	...to provide non-credit courses to meet specific community needs and interests.	.78

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Mean			Discrepancy
3.94	101	...to sustain the day and evening college as one coordinated program.	.80
4.03	102	...to provide placement testing for all entering students to assist them in program and course selection.	1.10
3.74	103	...to provide for faculty in-service education to keep abreast of subject discipline.	1.08
3.72	104	...to provide outreach programming services within the community for those persons (aging, physically handicapped, etc.) who are unable to come to the campus.	1.19
3.84	105	...to provide alternative options to the existing instructional program in order to provide more flexibility for the student (e.g., individualized instruction, tele-courses, radio courses, media modules, etc.).	.81
4.18	106	...to provide appropriate facilities to support all instructional programs.	1.20
4.22	107	...to provide developmental programs in reading, vocabulary building, written and oral communications and mathematics for those students who may be deficient in these basic skills.	1.00
4.12	108	...to develop general education programs to prepare students to function as individual human beings, as members of communities, and as citizens who relate humanly and responsibly to each other.	.87
4.19	109	...to provide programs designed to fulfill the transfer requirements of four-year colleges and universities.	.40
3.86	110	...to utilize community persons as part-time instructors in specialized areas where full-time faculty is not available.	.80

COSUMNES RIVER COLLEGE

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1974
LOCAL GOAL STATEMENTS

FACULTY RESPONSES

Mean			Discrepancy
4.31	91	...to provide for the student on-the-job work experience related to his vocational field which will allow him to put classroom theory into practice.	1.04
4.35	92	...to provide aid in the form of grants, loans, part-time jobs--to insure that any qualified student who can profit from a college education is able to do so.	.80
4.20	93	...to provide short one- or two-semester vocational certificate programs which will allow students to complete their pre-employment training in a shorter period of time.	1.24
4.27	94	...to provide job placement services for all students who complete requirements for a vocational certificate or degree.	1.09
3.84	95	...to provide the opportunity for any student to participate in governing the affairs of students on campus.	.29
4.43	96	...to provide vocational counseling for all students which will assist them to make a realistic career choice.	.92
4.06	97	...to offer on-campus activities, lectures, films, conferences, etc., to meet the needs and interests of the community.	.90
3.67	98	...to encourage the implementation of an affirmative action policy in hiring faculty to insure a balance of instructors both by sex and ethnicity related to the student population on campus.	.16
4.35	99	...to administer a program of educational resources (library services, multi-media facilities, etc.) that meets the curricular needs of the college as well as renders the widest possible service to the students and faculty.	.55
4.06	100	...to provide non-credit courses to meet specific community needs and interests.	.86

Mean			Discrepancy
3.85	101	...to sustain the day and evening college as one coordinated program.	.83
4.27	102	...to provide placement testing for all entering students to assist them in program and course selection.	1.49
3.86	103	...to provide for faculty in-service education to keep abreast of subject discipline.	1.48
3.88	104	...to provide outreach programming services within the community for those persons (aging, physically handicapped, etc.) who are unable to come to the campus.	1.47
4.06	105	...to provide alternative options to the existing instructional program in order to provide more flexibility for the student (e.g., individualized instruction, tele-courses, radio courses, media modules, etc.).	.86
4.63	106	...to provide appropriate facilities to support all instructional programs.	1.92
4.41	107	...to provide developmental programs in reading, vocabulary building, written and oral communications and mathematics for those students who may be deficient in these basic skills.	1.21
4.20	108	...to develop general education programs to prepare students to function as individual human beings, as members of communities, and as citizens who relate humanly and responsibly to each other.	.84
4.14	109	...to provide programs designed to fulfill the transfer requirements of four-year colleges and universities.	.32
3.94	110	...to utilize community persons as part-time instructors in specialized areas where full-time faculty is not available.	.84

COSUMNES RIVER COLLEGE

1974
LOCAL GOAL STATEMENTS

STUDENT RESPONSES

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Mean			Discrepancy
4.14	91	...to provide for the student on-the-job work experience related to his vocational field which will allow him to put classroom theory into practice.	.81
4.33	92	...to provide aid in the form of grants, loans, part-time jobs--to insure that any qualified student who can profit from a college education is able to do so.	.66
3.86	93	...to provide short one- or two-semester vocational certificate programs which will allow students to complete their pre-employment training in a shorter period of time.	.92
4.10	94	...to provide job placement services for all students who complete requirements for a vocational certificate or degree.	1.08
3.67	95	...to provide the opportunity for any student to participate in governing the affairs of students on campus.	.30
4.29	96	...to provide vocational counseling for all students which will assist them to make a realistic career choice.	.82
3.63	97	...to offer on-campus activities, lectures, films, conferences, etc., to meet the needs and interests of the community.	.67
3.38	98	...to encourage the implementation of an affirmative action policy in hiring faculty to insure a balance of instructors both by sex and ethnicity related to the student population on campus.	.22
4.00	99	...to administer a program of educational resources (library services, multi-media facilities, etc.) that meets the curricular needs of the college as well as renders the widest possible service to the students and faculty.	.47
3.48	100	...to provide non-credit courses to meet specific community needs and interests.	.80

BEST COPY AVAILABLE

Mean			Discrepancy
4.06	101	...to sustain the day and evening college as one coordinated program.	.86
3.92	102	...to provide placement testing for all entering students to assist them in program and course selection.	.85
3.52	103	...to provide for faculty in-service education to keep abreast of subject discipline.	.69
3.55	104	...to provide outreach programming services within the community for those persons (aging, physically handicapped, etc.) who are unable to come to the campus.	.95
3.73	105	...to provide alternative options to the existing instructional program in order to provide more flexibility for the student (e.g., individualized instruction, tele-courses, radio courses, media modules, etc.).	.86
3.87	106	...to provide appropriate facilities to support all instructional programs.	.78
4.08	107	...to provide developmental programs in reading, vocabulary building, written and oral communications and mathematics for those students who may be deficient in these basic skills.	.82
4.02	108	...to develop general education programs to prepare students to function as individual human beings, as members of communities, and as citizens who relate humanly and responsibly to each other.	.86
4.24	109	...to provide programs designed to fulfill the transfer requirements of four-year colleges and universities.	.48
3.81	110	...to utilize community persons as part-time instructors in specialized areas where full-time faculty is not available.	.79

COSUMNES RIVER COLLEGE

1974
LOCAL GOAL STATEMENTS

COMMUNITY RESPONSES

Mean			Discrepancy
4.16	91	...to provide for the student on-the-job work experience related to his vocational field which will allow him to put classroom theory into practice.	.95
4.11	92	...To provide aid in the form of grants, loans, part-time jobs--to insure that any qualified student who can profit from a college education is able to do so.	.79
3.84	93	...to provide short one- or two-semester vocational certificate programs which will allow students to complete their pre-employment training in a shorter period of time.	1.16
3.79	94	...to provide job placement services for all students who complete requirements for a vocational certificate or degree.	.84
3.58	95	...to provide the opportunity for any student to participate in governing the affairs of students on campus.	.37
4.32	96	...to provide vocational counseling for all students which will assist them to make a realistic career choice.	1.11
3.74	97	...to offer on-campus activities, lectures, films, conferences etc., to meet the needs and interests of the community.	.74
3.79	98	...to encourage the implementation of an affirmative action policy in hiring faculty to insure a balance of instructors both by sex and ethnicity related to the student population on campus.	.63
4.00	99	...to administer a program of educational resources (library services, multi-media facilities, etc.) that meets the curricular needs of the college as well as renders the widest possible service to the students and faculty.	.26
3.79	100	...to provide non-credit courses to meet specific community needs and interests.	.57

BEST COPY AVAILABLE

Mean			Discrepancy
3.84	101	...to sustain the day and evening college as one coordinated program.	.58
3.14	102	...to provide placement testing for all entering students to assist them in program and course selection.	.74
2.00	103	...to provide for faculty in-service education to keep abreast of subject discipline.	1.00
3.74	104	...to provide outreach programming services within the community for those persons (aging, physically handicapped, etc.) who are unable to come to the campus.	1.07
3.53	105	...to provide alternative options to the existing instructional program in order to provide more flexibility for the student (e.g., individualized instruction, tele-courses, radio courses, media modules, etc.).	.59
3.79	106	...to provide appropriate facilities to support all instructional programs.	.35
4.05	107	...to provide developmental programs in reading, vocabulary building, written and oral communications and mathematics for those students who may be deficient in these basic skills.	.88
4.16	108	...to develop general education programs to prepare students to function as individual human beings, as members of communities, and as citizens who relate humanly and responsibly to each other.	.99
4.16	109	...to provide programs designed to fulfill the transfer requirements of four-year colleges and universities.	.33
3.79	110	...to utilize community persons as part-time instructors in specialized areas where full-time faculty is not available.	.73

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